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ABSTRACT

Recreation, leisure, and personal enrichment education and training programs play an important role in the total education and training undertaken in Australia. Depending on the State or Territory, personal enrichment programs are delivered by registered and unregistered community providers; technical and further education (TAFE) and other government providers; registered and unregistered private providers; and schools and higher education providers. Students undertaking personal enrichment programs and the providers delivering this training and education make an important contribution to achieving the national goals of lifelong learning and a training culture. Statistics for 1997 include the following: almost 380,000 clients undertook personal enrichment programs, an apparent decline from 1996; 71 percent of personal enrichment students were enrolled with registered community providers, and the remainder participated in courses provided by TAFE and other government training institutions; approximately three-fourths of individuals undertaking personal enrichment programs were female; clients were from all age groups; personal enrichment programs accounted for 8.6 million annual hours of training, an average of 23 hours per client; two-thirds of the annual hours of personal enrichment training activity were funded on a fee-for-service basis, with the remaining funded or subsidized by governments; and 74 percent of clients were employed. (Fourteen figures and 12 tables are provided. Technical and explanatory notes are appended.) (YLB)

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Introduction

Australia has a long history of provision and take-up of adult education and training programs. The establishment of an Australian branch of the Workers' Education Association in Adelaide as early as 1913, and the emergence of strong, organised adult and community education bodies in a majority of States and Territories, give clear evidence of this, as do the figures.

Since the early 1980s national data collections have been in place which provide information on those vocational education and training (VET) activities in Australia which are funded wholly or in part from public financial sources.¹ In 1996 registered community providers began reporting their education and training activity at unit record level to the national database. As a result, quite extensive and representative information about recreation, leisure and personal enrichment education and training activity is available. It is this information, which is presented here.

Recreation, leisure and personal enrichment education and training programs play an important role in the total education and training undertaken in Australia. They cover a wide variety of courses such as

- ▶ landscape design, upholstery and woodwork
- ▶ photography, painting and international cuisine
- ▶ foreign languages, public speaking and creative writing
- ▶ basic accounting, investing and computing
- ▶ self-defence and yoga

Relative to publicly funded vocational activity, the annual hours of training for personal enrichment programs are small (about 2.8%) but the number of individuals involved is much greater (about 400,000, equivalent to 26.0% of the publicly funded VET clients). Also, the profile of students undertaking personal enrichment programs is somewhat different. They are more likely to be older, female and part-time than students undertaking vocational programs.

Differences in delivery of personal enrichment programs across Australia

Institutional arrangements within States and Territories have an effect on the scope of the information about personal enrichment programs which is available via national reporting.

Depending on the State or Territory, personal enrichment programs are delivered by:

- ▶ registered and unregistered community providers
- ▶ technical and further education (TAFE) and other government providers
- ▶ registered and unregistered private providers
- ▶ schools and higher education providers

In a number of States and Territories the adult and community education (ACE) sector is sponsored and supported by government and registration procedures have been established for community providers. Through these arrangements community providers are allowed to issue recognised qualifications, and in most cases they offer both vocational and personal enrichment programs. In addition, some of the vocational programs delivered by community-based training institutions are funded from public financial sources as a consequence of competitive tendering arrangements or specific-purpose funding allocations.

¹ The main characteristics and key features of the vocational education and training sector are reported in the series for 1996 and 1997 Australian vocational education and training: "In detail" and "An overview", published by the National Centre for Vocational Education Research (NCVER) on behalf of the Australian National Training Authority (ANTA).

Where publicly-funded vocational training activity is undertaken with community providers, it is included in the national statistics for VET (see, for example, *Australian vocational education and training 1997: At a glance*).²

Differentiating personal enrichment and vocational programs

The distinction between personal enrichment and vocational programs is often problematical. Currently, the definition is based on the intention of the curriculum or the program. If the intention is to impart knowledge and skills which are relevant in the workplace, or to prepare the student for such programs (for example, via general education and preparatory programs), then the program is classified as 'vocational'. Otherwise, it is classified as 'personal enrichment'.

The intention of the student is not taken into account when determining which programs are classified as 'vocational' and which are classified as 'personal enrichment', and the inclusion of some vocationally useful content in a program of study does not, of itself, result in the classification of the program as 'vocational'.

Although personal enrichment programs are generally not designed to articulate with vocational programs, in many fields of study there is the potential for students to progress to vocational education and training after having undertaken vocational enrichment subjects. Foreign languages and computing courses are but two examples where the potential for this kind of progression exists.

Lifelong learning and a training culture

Two of the major policy goals for Australia's vocational education and training system are the promotion of lifelong learning and the development of a training culture.

Much has already been achieved. Education and training, including both vocational and personal enrichment education and training, is clearly important for Australians. This is confirmed by the results of the March-May 1997 survey of education and training published recently (*Education and training experience, Australia 1997*, Australian Bureau of Statistics, cat. no. 6278.0). For example (from ABS bulletin 112/98):

- 51% of men and 46% of women held at least one post-school qualification.
- 25% of the respondents intended to study for an educational qualification within the next three years.
- 80% of wage and salary earners undertook some form of training in the 12 months prior to the survey.
- 86% of the training courses undertaken while working were considered to have improved job performance.

Despite the concerns about the definition and scope of personal enrichment programs discussed above, it is apparent from the information presented in the following pages that the students undertaking personal enrichment programs and the providers delivering this education and training make an important (and probably understated) contribution to achieving the national goals of lifelong learning and a training culture.

² Although quite extensive and representative information about personal enrichment activity is available, it is by no means complete, since the scope of the personal enrichment data collection varies amongst the States and Territories. For this reason it would be misleading at this stage to report at State and Territory level.

The trend in the 1997 personal enrichment education and training sector in Australia was one of slight decrease in client numbers, module enrolments and annual hours. The following paragraphs summarise the key features and characteristics of personal enrichment training activity, as reported under the 1997 national data collection.

Personal enrichment training activity in context

- ▶ In 1997, 379,700 clients, or 3.1% of the 15-64 year olds in Australia, have undertaken personal enrichment programs. This represents an apparent decline of 46,600 students or 10.9% since 1996, which may have been due to enhancements to the national data collection. Many more individuals will have participated in personal enrichment activities outside the collection scope and boundaries.

- ▶ The total annual hours for personal enrichment programs in 1997 were 8.6 million hours, which compares with 302.2 million hours in the vocational education and training (VET) sector. Since 1996, the hours of personal enrichment training have decreased by 0.7 million hours or 7.4% - a drop directly related to the decrease in student numbers.

What are 'annual hours'?

Annual hours are used as a measure of total delivery. They are based on the standard curriculum hours for each module (subject) when the module is undertaken in standard, supervised delivery mode, although some clients undertake modules in self-paced learning, flexible-delivery or distance-learning modes.

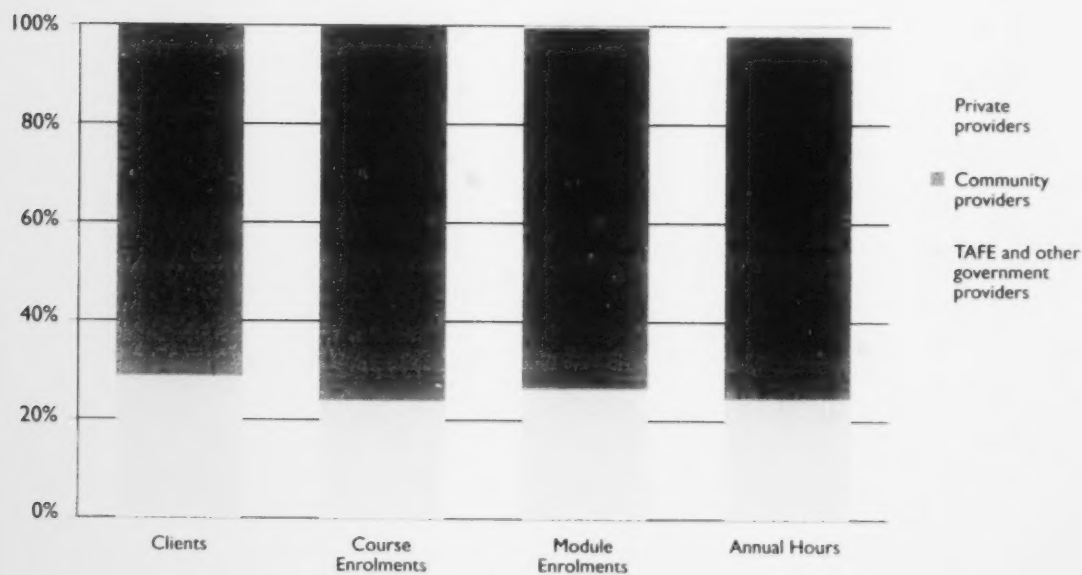
- ▶ Table 1 and Figure 1 show that community-based training organisations provided most of the public education in the personal enrichment training sector, comprising 71.0% of the clients and 73.4% of all training hours. In contrast, community providers accounted for 21.8% of all VET clients and 10.0% of all hours of vocational training in 1997.
- ▶ Females made up the majority (74.1%) of clients and accounted for 6.4 million training hours (75.1%), while males comprised 25.9% of clients and 24.2% of annual hours. This contrasts to VET clients of whom 48.1% were female and 51.9% were male, accounting for 47.4% and 52.6% of annual hours, respectively.

Figure 1: Personal enrichment training activity by training provider

Provider	Clients		Course Enrolments		Module Enrolments		Annual Hours	
	('000)	%	('000)	%	('000)	%	('000)	%
Community Providers	269.6	71.0	371.7	75.9	379.6	73.1	6,290.2	73.4
TAFE and other Government Providers	109.7	28.9	117.5	24.0	137.8	26.5	2,102.3	24.5
Private Providers	0.4	0.1	0.4	0.1	1.9	0.4	177.5	2.1
TOTAL	379.7	100.0	489.6	100.0	519.3	100.0	8,569.9	100.0

Note: Numbers may not add due to rounding.

Table 1: Personal enrichment training activity by training provider



Clients: How old are they, where do they live, and are they employed?

- ▶ The commitment to lifelong learning as a driving force for personal enrichment activity is reflected in a broad and flat age distribution of students. Clients from all age groups participated in personal enrichment programs: 16.6% were aged 20-29, 19.3% were 30-39 years old, and 17.2% were in the 40-49 age group. This is consistent for both, females and males.
- ▶ The mean age of clients in personal enrichment programs was approximately 41 years for both females and males. In contrast, VET students were significantly younger (32 years on average) with females on average about two years older than males. The median age for personal enrichment clients (39 years) is much higher than the median age of the Australian population (34 years)¹, while the VET clients' median age of 29 years is significantly lower.
- ▶ The residential characteristics of students undertaking personal enrichment programs mirror the geographic distribution of the Australian population: Clients were mainly located in capital cities (64.1%), and 29.5% lived in the rural and remote regions of Australia. This compares with VET students who comprised 58.6% city dwellers and 33.1% rural and remote clients.
- ▶ 7% of the personal enrichment clients were unemployed, which is below the 9%-unemployment rate in the Australian civilian population aged 15 years and over.²

Mean Age, Median Age –

What's the difference?

The mean age, also called the average age, is the statistical mean of the age of persons under consideration. The median age is the age at which half of the persons under consideration are older and half are younger.

Indigenous clients

- ▶ Although about 2.0% of the Australian population are indigenous people, only 0.5% of all personal enrichment clients in 1997 were Aboriginal or Torres Strait Islanders. The majority (59.3%) of these indigenous students resided in rural and remote regions, while 36.0% lived in capital cities.

Clients with a disability

- ▶ 2.1% of all personal enrichment clients in 1997 were reported as having a disability. 64.6% of those were female and 35.4% were male, 58.4% resided in capital cities and 34.7% in the rural and remote areas of Australia.
- ▶ An individual is considered to have a **disability** if
 - ▶ the disability is both significant and permanent; *and*
 - ▶ for a specific enrolment, the disability may affect performance in the course or module.

¹ Population Projections: 1997 to 2051, ABS cat no. 3222.0

² Labour Force: Australia, May 1997, ABS cat no. 6203.0.

Participation hours, field of study and area of learning

- ▶ Clients were participating for an average of 23 hours per year in a great variety of personal enrichment modules such as Silk Painting, Stress Management, Car Maintenance, Ballroom Dancing, Quantum Cosmology to name but a few. In comparison, VET clients averaged 207 hours each.
- ▶ The average annual hours for clients undertaking personal enrichment programs were similar for both TAFE and community-based providers (19.2 and 23.3 average annual hours per client, respectively). In the vocational sector, on the other hand, the average hours of training were 238.4 hours per TAFE client and 49.0 hours for clients with community providers.
- ▶ The personal enrichment programs by *field of study* with the highest participation rates of clients were:
 - Arts, Humanities, Social Sciences (35.9%)
 - TAFE Multi-Field Education (18.2%)
 - Health, Community Services (18.0%)
- ▶ The personal enrichment programs by *area of learning* with the highest enrolments were:
 - Hospitality, Tourism and Personal Services (37.0%)
 - Visual/Performing Arts (26.0%)
 - Humanities (8.6%)

Field of study, area of learning –

What's the difference?

Field of Study is a classification, which provides information about the major subject matter of a course.

Area of learning is a categorisation used to describe the primary content of a module independently of the context in which it may be taught. For example, where a mathematics module may be undertaken by a client in a health course, it is reported against the 'Mathematics, Computing' area of learning.

Funding source

- ▶ Personal enrichment programs were predominantly funded through fee-for-service arrangements: In 1997, 66.6% of the total annual hours were paid by the clients themselves or by agencies on their behalf. 33.4% were Government-funded or -supported. In contrast, the majority of vocational training (84.4% of annual hours in 1997) was funded from recurrent State and Territory allocations for VET, and 8.0% of annual hours resulted from clients who undertook training on a fee-for-service basis. Other sources of funding for VET courses in Australia include Commonwealth and State/Territory specific-purpose allocations for VET programs.

- ▶ In 1997 fewer clients undertook personal enrichment programs than in 1996. The number of clients has decreased from 426,300 in 1996 by 10.9% to 379,700 in 1997. This decline may be due to improvements in recording and reporting practices by providers of personal enrichment programs
- ▶ 342,900 clients (90.3%) were enrolled in personal enrichment programs only, while 36,800 clients (9.7%) were undertaking both vocational and personal enrichment training. This indicates that personal enrichment activities can play an important supporting and complementing role in vocational education and training.
- ▶ Although the absolute number of personal enrichment clients has dropped, the participation patterns have not changed. In 1997, males and females basically participated at the same rates amongst the age groups and across the geographic regions of Australia as they did in 1996.
- ▶ 7% of the personal enrichment clients were unemployed, which compares with a 9% unemployment rate in the Australian civilian population aged 15 years and over.

Age and sex

- ▶ Most of the personal enrichment clients were female (74.1%), only 25.9% were male (Table 2). This contrasts with vocational programs, which comprised 48.1% females and 51.9% males.
- ▶ Clients were predominantly in the 30-39 age group (19.3%), 17.2% were of age 40 to 49 years, and 16.6% were 20 to 29 years old (Table 2). The age distribution of students is broad and flat (Figure 2), indicating the training providers' success in meeting the demand for personal enrichment education and training across all age groups.
- ▶ The patterns of male and female participation do not vary among the age groups (Table 2). Only males younger than 20 participated relatively more in personal enrichment training than young females (6.3% compared to 4.4%). Changes to the participation distributions in 1996 are minor.
- ▶ On average, personal enrichment clients were significantly older (40.8 years) than VET clients (31.6 years), with only 12.1% of personal enrichment clients aged 15-24 years in contrast to 37.8% in the vocational education and training sector.
- ▶ The average age of personal enrichment clients was about the same for both sexes (41 years). In contrast, female VET clients were on average two years older than male clients (Table 3).

Table 2: Age distribution of personal enrichment clients (in %) by sex

Age	Male		Female		All Clients	
	1996	1997	1996	1997	1996	1997
19 years or under	6.2	6.3	4.3	4.4	4.8	4.9
20-24	8.1	7.6	9.2	8.5	8.9	8.3
25-29	11.9	12.5	12.9	13.0	12.7	12.9
30-39	25.6	24.2	25.2	24.5	25.3	24.5
40-49	21.5	21.4	21.9	22.0	21.8	21.8
50-59	14.1	15.3	14.5	15.4	14.4	15.4
60-64	4.6	4.8	4.5	4.7	4.5	4.7
65 years or over	8.0	7.9	7.5	7.5	7.6	7.6
All Ages	100.0	100.0	100.0	100.0	100.0	100.0
% of Total	25.3	25.9	74.7	74.1	100.0	100.0
					426,323	379,687

Note: Numbers may not add due to rounding.

Figure 2: Age distribution (per year) for personal enrichment and vocational clients

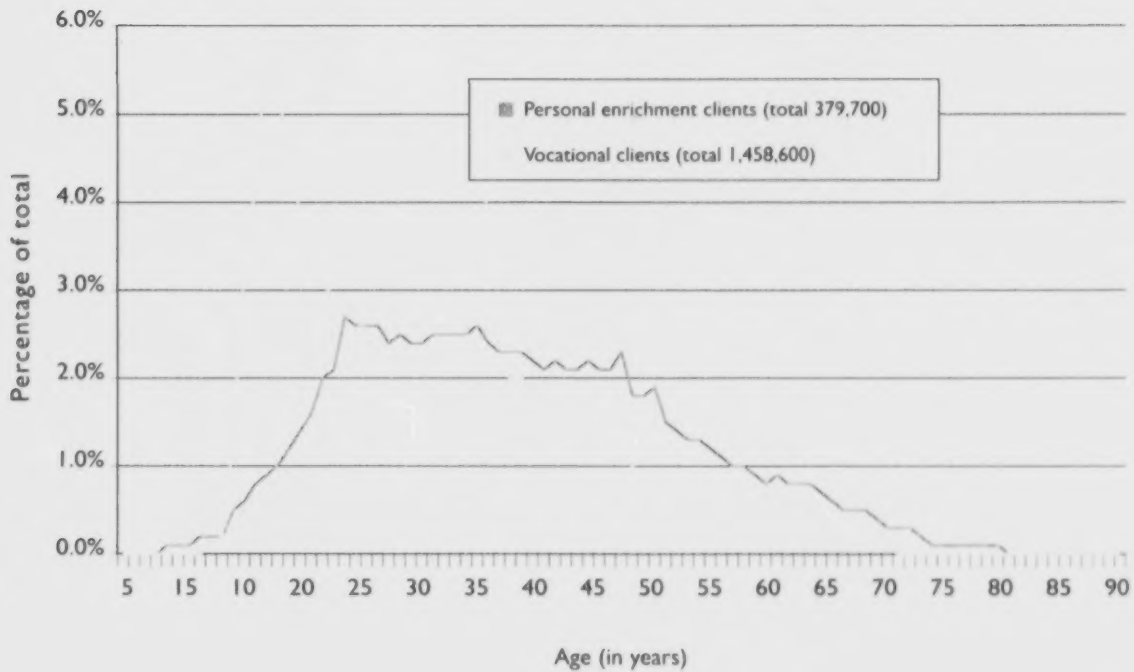


Table 3: Average age of personal enrichment and VET clients by sex, 1996 and 1997

Average age (in years)	Male		Female		Total	
	1996	1997	1996	1997	1996	1997
Personal enrichment clients	40.7	40.7	40.7	40.9	40.7	40.8
VET clients	30.3	30.6	32.3	32.6	31.2	31.6

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Geographic regions

- ▶ Most personal enrichment clients resided in capital cities (64.0%), while 29.7% lived in rural and remote areas of Australia. This compares with VET clients, of whom 58.6% lived in capital cities and 33.0% in the rural or remote regions of Australia (Table 4).
- ▶ The geographic patterns of student participation in personal enrichment programs have not changed from 1996 to 1997 (Figure 3) and reflect the residential distribution of the Australian population.
- ▶ Clients undertaking personal enrichment programs with community providers made up 71.0% of all clients, while TAFE clients comprised 28.9%.
- ▶ Clients in capital cities are more than two times more likely to have undertaken their personal enrichment programs with a community provider (69.4%) than with a TAFE institution (30.5%). In rural and remote areas more than three-quarters of all personal enrichment clients were enrolled with a community provider (76.1%), while about a quarter participated in TAFE programs (23.9%).
- ▶ Of all TAFE personal enrichment clients, 67.5% were from the city. This represents a higher proportion than city clients undertaking programs by community providers (62.5%). Of the personal enrichment clients in community education institutions, 31.8% lived in rural and remote regions, which is a higher proportion than the percentage of clients undertaking programs by TAFE and other government providers (24.5%) (Table 5).
- ▶ Females participated in more personal enrichment programs than males across all geographic regions and for all sectors (i.e. TAFE and community providers).

Table 4: Distribution of personal enrichment and VET clients across geographic regions, 1996 and 1997

Geographical Region	% PE Clients		% VET Clients	
	1996	1997	1996	1997
Capital City	64.5	64.0	59.8	58.6
Other Metropolitan	6.1	6.3	7.1	7.1
Rural	27.9	28.1	29.4	29.6
Remote	1.4	1.6	3.5	3.5
Overseas	0.1	0.1	0.3	1.2
TOTAL (%)	100.0	100.0	100.0	100.0
NUMBER ('000)	426.3	379.7	1,347.4	1,458.6

Note: Numbers may not add due to rounding.

Figure 3: Personal enrichment clients across geographic regions, 1996 and 1997

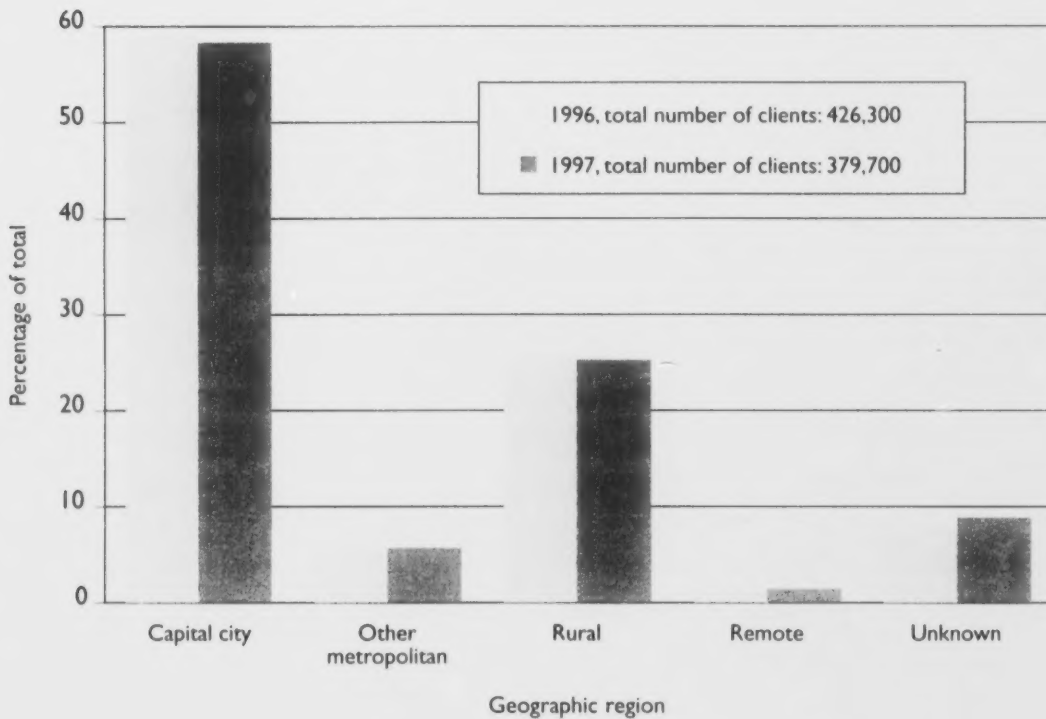


Figure 4: Number of male and female personal enrichment clients by geographic region and training provider

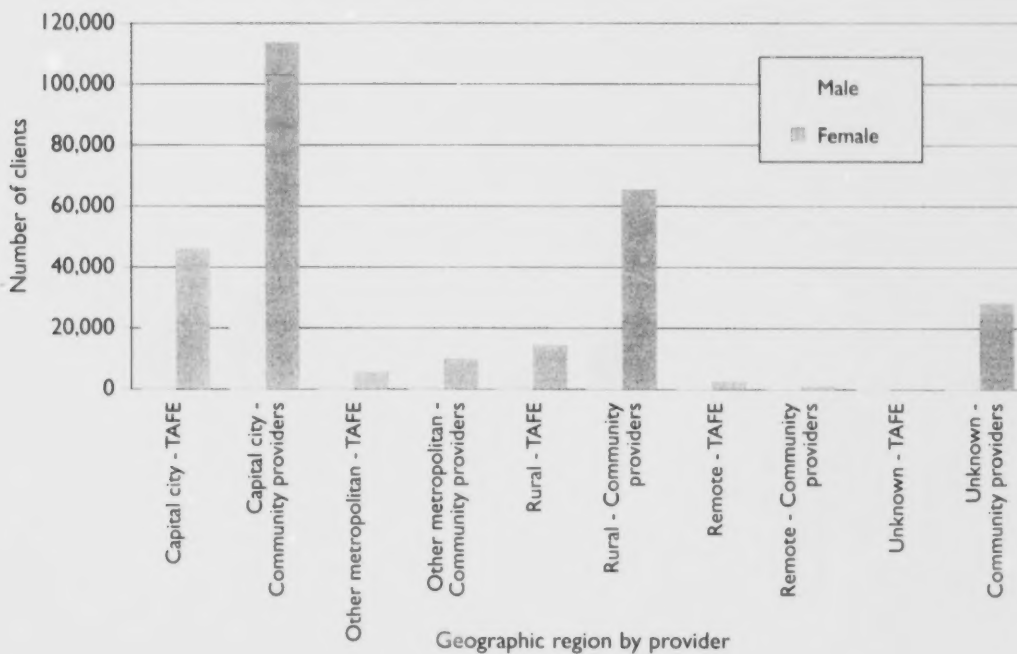


Table 5: Geographic distribution of personal enrichment clients by training provider and sex

Provider	Location	Male		Female		All Clients	
		1996	1997	1996	1997	1996	1997
Community provider	Capital City	63.5	61.7	62.6	62.7	62.8	62.5
	Other Metropolitan	5.4	6.4	5.2	5.5	5.3	5.7
	Rural	30.5	31.2	31.4	31.1	31.2	31.1
	Remote	0.5	0.6	0.8	0.7	0.7	0.7
	Overseas	0.1	0.0	0.0	0.0	0.0	0.0
	Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
	Total ('000)	64.4	57.2	238.3	210.1	303.6	269.6
TAFE & other government providers	Capital City	68.8	68.5	67.9	66.9	68.2	67.5
	Other Metropolitan	7.5	6.9	8.3	8.2	8.0	7.7
	Rural	20.8	20.4	20.6	20.9	20.6	20.8
	Remote	2.6	3.7	3.2	3.8	3.0	3.8
	Overseas	0.4	0.5	0.1	0.1	0.2	0.3
	Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
	Total ('000)	43.2	40.2	79.3	69.4	122.5	109.7
ALL PROVIDERS	Capital City	65.7	64.7	64.0	63.8	64.5	64.0
	Other Metropolitan	6.3	6.6	6.0	6.3	6.1	6.3
	Rural	26.5	26.5	28.4	28.3	27.9	28.1
	Remote	1.4	2.0	1.5	1.5	1.4	1.6
	Overseas	0.2	0.2	0.0	0.0	0.1	0.1
	Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
	Total ('000)	107.7	97.7	317.7	279.6	426.3	379.7

Note: Numbers may not add due to rounding.

Employment status

- The majority of personal enrichment clients who supplied information on their employment status were employed (74%). Only 7% were unemployed. This unemployment rate is much smaller than that for VET clients of whom 66% were employed and 20% were unemployed (Table 6).
- The employment pattern of participation in personal enrichment programs is similar for both males and females. In contrast, the unemployment rate for female VET clients was slightly higher (22%) than that for male VET clients (19%).

Table 6: Client participation in personal enrichment and vocational training programs by employment status and sex

	Personal enrichment clients			VET clients		
	Male	Female	Total	Male	Female	Total
Employed	75%	73%	74%	71%	61%	66%
Unemployed	8%	7%	7%	19%	22%	20%
Not in Labour Force	17%	20%	19%	11%	16%	13%
Clients with known Employment Status (%)	100%	100%	100%	100%	100%	100%
Clients with known Employment Status ('000)	49.4	135.7	185.5	546.4	493.9	1040.9
with unknown Employment Status ('000)	48.3	143.9	194.1	187.4	182.8	417.7
Total ('000)	97.7	279.6	379.7	733.8	676.7	1,458.6

Note: Numbers may not add due to rounding.

- ▶ Course enrolments in personal enrichment programs totalled 8.570 million hours in 1997, a decrease of 681,600 hours or 7.4% since 1996. The drop in annual hours is much more prominent in the TAFE sector (21.2%) than in the community sector (4.3%).
- ▶ In 1997, personal enrichment clients undertook on average 22.6 training hours per year, 0.9 hours more than in 1996. Females typically spent almost two annual hours more in personal enrichment programs than males (23.0 hours per year for females compared to 21.3 hours per year for males).
- ▶ Clients in capital cities and other metropolitan regions undertook an average of 23.1 hours per year, about half an hour more than clients from rural and remote regions. By contrast, urban VET clients spent on average 223 hours per year, about 50 hours more than clients from rural and remote regions.
- ▶ 24.8% of all clients enrolled in personal enrichment courses were female and were enrolled in Arts, Humanities and Social Science courses provided by a community-based training institution.
- ▶ The fields of study with the most enrolled clients and the most annual hours were (Table 7 and Figure 5):
- ▶ Arts, Humanities, Social Sciences (35.9% of enrolled clients, 44.4% of annual hours)
- ▶ TAFE Multi-Field Education (18.2% of enrolled clients, 17.7% of annual hours)
- ▶ Health, Community Services (18.0% of enrolled clients, 16.2% of annual hours)
- ▶ The fields of study with the least enrolled clients were Veterinary Science (0.1%), Law/Legal Studies (0.2%) and Education (0.5%). This is consistent for both sectors (TAFE and community providers) and for both sexes.
- ▶ The fields of study with the most enrolled clients and annual hours for each provider were (Tables 8 and 9, Figures 6 and 8)

for Community providers:

- Arts, Humanities, Social Sciences (42.5% of enrolled clients, 52.4% of annual hours)
- Health, Community Services (20.9% of enrolled clients, 19.5% of annual hours)
- TAFE Multi-field Education (11.5% of enrolled clients, 10.1% of annual hours)

for TAFE & other government providers:

- TAFE Multi-field Education (35.6% of enrolled clients, 41.8% of annual hours)
- Arts, Humanities, Social Sciences (18.7% of enrolled clients, 19.3% of annual hours)
- Business, Administration, Economics (18.1% of enrolled clients, 15.6% of annual hours)

- ▶ The personal enrichment courses by field of study with the most enrolled clients and annual hours for each gender were as follows (Tables 8 and 9, Figures 7 and 9):

Enrolled clients

Males

- Arts, Humanities, Social Sciences (27.8%)
- TAFE Multi-Field Education (17.9%)
- Health, Community Services (16.6%)

Females

- Arts, Humanities, Social Sciences (38.5%)
- Health, Community Services (18.4%)
- TAFE Multi-Field Education (18.4%)

Annual hours

Males

- Arts, Humanities, Social Sciences (32.9%)
- TAFE Multi-Field Education (19.2%)
- Health, Community Services (14.8%)

Females

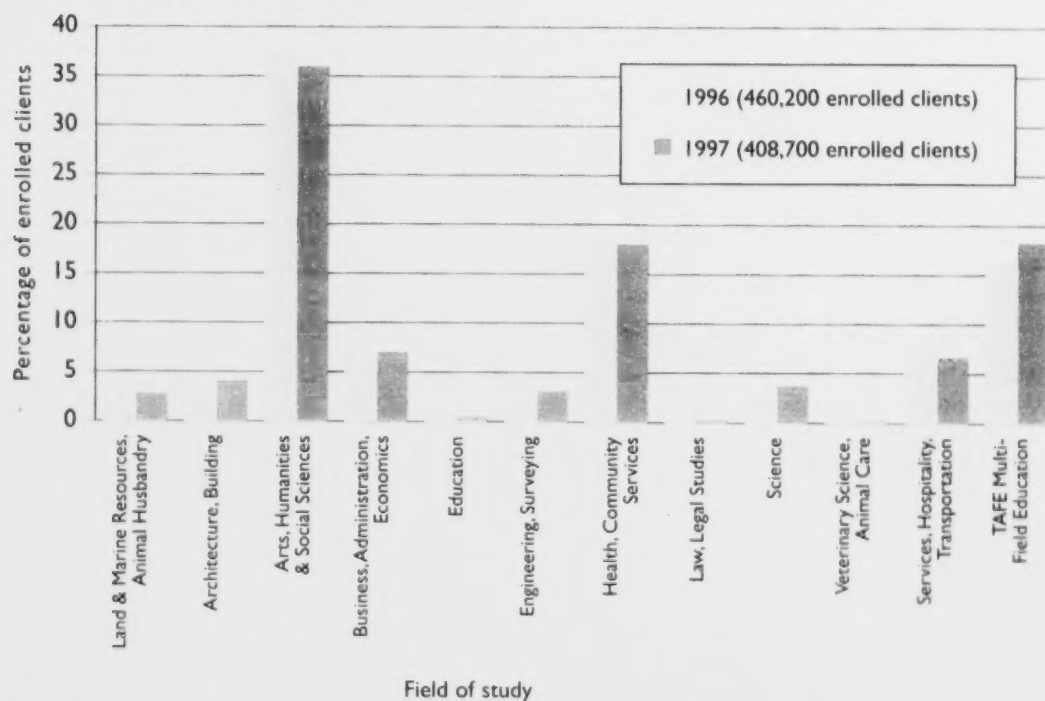
- Arts, Humanities, Social Sciences (47.8%)
- TAFE Multi-Field Education (17.3%)
- Health, Community Services (16.7%)

Table 7: Personal enrichment training activity by field of study

Field of study	Enrolled clients (%)	Annual hours (%)
Land & Marine Resources, Animal Husbandry	2.8	1.8
Architecture, Building	4.0	3.6
Arts, Humanities & Social Sciences	35.9	44.4
Business, Administration, Economics	7.0	4.9
Education	0.5	0.3
Engineering, Surveying	3.1	2.6
Health, Community Services	18.0	16.2
Law, Legal Studies	0.2	0.1
Science	3.7	2.9
Veterinary Science, Animal Care	0.1	0.0
Services, Hospitality, Transportation	6.6	5.6
TAFE Multi-Field Education	18.2	17.7
TOTAL (%)	100.0	100.0
NUMBER ('000)	408.7	8,569.9

Note: Numbers may not add due to rounding.

Figure 5: Percentage of clients enrolled in personal enrichment courses in 1996 and 1997 by field of study



³ There are more counts for clients enrolled in courses by field of study than clients undertaking personal enrichment programs. This is due to the fact that some clients are enrolled in a number of courses which belong to different fields of study

Figure 6: Number of clients enrolled in personal enrichment courses in 1997 by field of study and provider

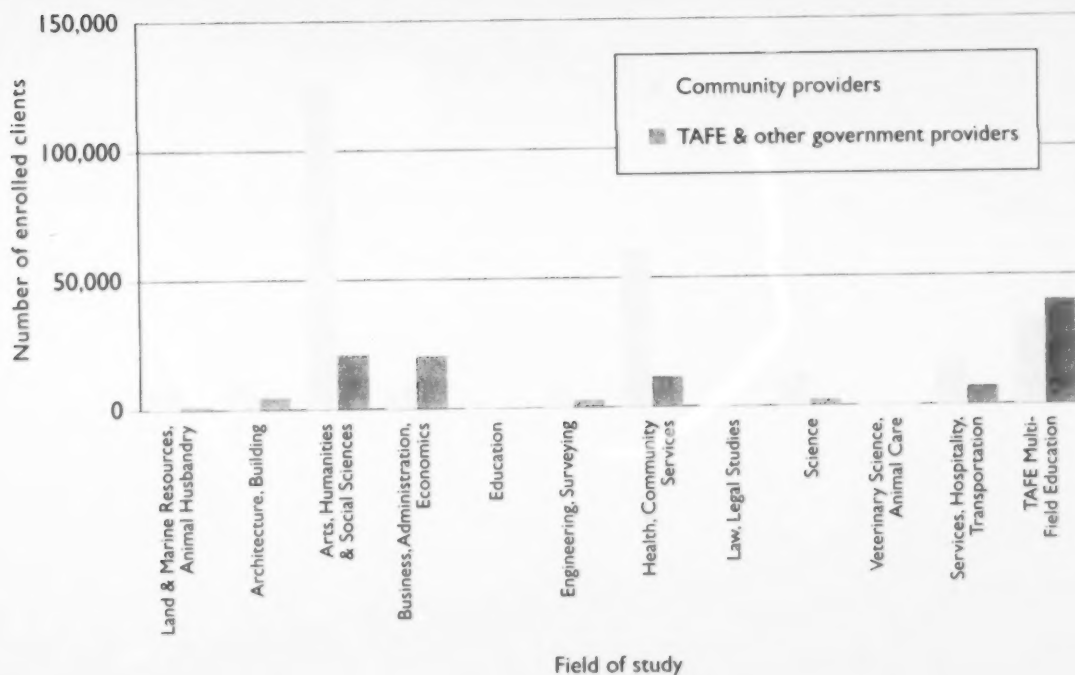
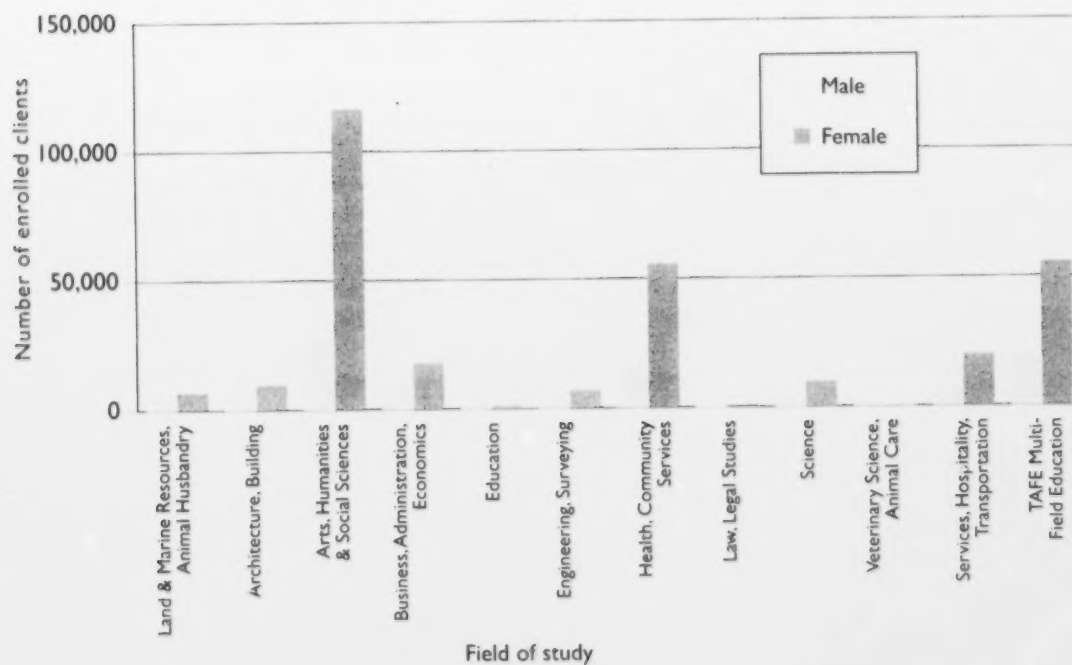


Figure 7: Number of clients enrolled in personal enrichment courses in 1997 by field of study and sex



Note: Numbers may not add due to rounding.

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Table 8: Clients enrolled in personal enrichment courses by training provider, field of study and sex, 1996 and 1997

Community providers Field of study	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Land & Marine Resources, Animal Husbandry	4.1	5.6	2.5	2.8	2.8	3.4
Architecture, Building	6.9	6.1	3.1	3.4	3.9	3.9
Arts, Humanities & Social Sciences	38.7	36.6	44.8	44.0	43.6	42.5
Business, Administration, Economics	3.6	4.8	1.7	2.1	2.1	2.7
Education	0.7	0.5	0.6	0.6	0.7	0.6
Engineering, Surveying	5.6	4.5	4.6	2.9	4.8	3.3
Health, Community Services	20.9	20.3	21.7	21.1	21.6	20.9
Law, Legal Studies	0.4	0.4	0.2	0.3	0.3	0.3
Science	5.0	6.5	2.5	3.7	3.0	4.3
Veterinary Science, Animal Care	0.1	0.1	0.1	0.1	0.1	0.1
Services, Hospitality, Transportation	7.7	6.9	7.3	6.5	7.4	6.6
TAFE Multi-Field Education	6.3	7.8	10.8	12.6	9.8	11.5
TOTAL (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	69.4	61.8	262.0	230.4	332.2	294.6
TAFE & other government providers Field of study	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Land & Marine Resources, Animal Husbandry	2.4	2.1	1.1	0.8	1.6	1.3
Architecture, Building	5.1	6.4	2.7	3.1	3.5	4.3
Arts, Humanities & Social Sciences	17.4	14.6	23.1	21.0	21.1	18.7
Business, Administration, Economics	18.6	17.8	18.9	18.3	18.8	18.1
Education	0.2	0.2	0.3	0.2	0.3	0.2
Engineering, Surveying	6.3	6.4	0.7	0.5	2.7	2.7
Health, Community Services	10.8	11.3	10.4	9.9	10.6	10.4
Law, Legal Studies	0.1	0.0	0.1	0.1	0.1	0.1
Science	2.4	2.6	1.5	1.9	1.8	2.1
Veterinary Science, Animal Care	0.1	0.1	0.1	0.1	0.1	0.1
Services, Hospitality, Transportation	5.3	5.2	7.3	7.1	6.6	6.4
TAFE Multi-Field Education	31.3	33.1	33.7	37.0	32.9	35.6
TOTAL (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	44.7	41.4	83.0	72.3	127.8	113.6
Total Field of study	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Land & Marine Resources, Animal Husbandry	3.4	4.2	2.1	2.3	2.5	2.8
Architecture, Building	6.2	6.2	3.0	3.3	3.8	4.0
Arts, Humanities & Social Sciences	30.3	27.8	39.6	38.5	37.3	35.9
Business, Administration, Economics	9.5	10.0	5.8	6.0	6.7	7.0
Education	0.5	0.4	0.6	0.5	0.5	0.5
Engineering, Surveying	5.9	5.3	3.6	2.4	4.2	3.1
Health, Community Services	16.9	16.6	19.0	18.4	18.5	18.0
Law, Legal Studies	0.2	0.3	0.2	0.2	0.2	0.2
Science	4.0	5.0	2.3	3.2	2.7	3.7
Veterinary Science, Animal Care	0.1	0.1	0.1	0.1	0.1	0.1
Services, Hospitality, Transportation	6.8	6.3	7.3	6.7	7.2	6.6
TAFE Multi-Field Education	16.2	17.9	16.3	18.4	16.3	18.2
TOTAL (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	114.2	103.5	345.1	302.8	460.2	408.7

Note: Numbers may not add due to rounding

Figure 8: Annual hours by field of study and training provider

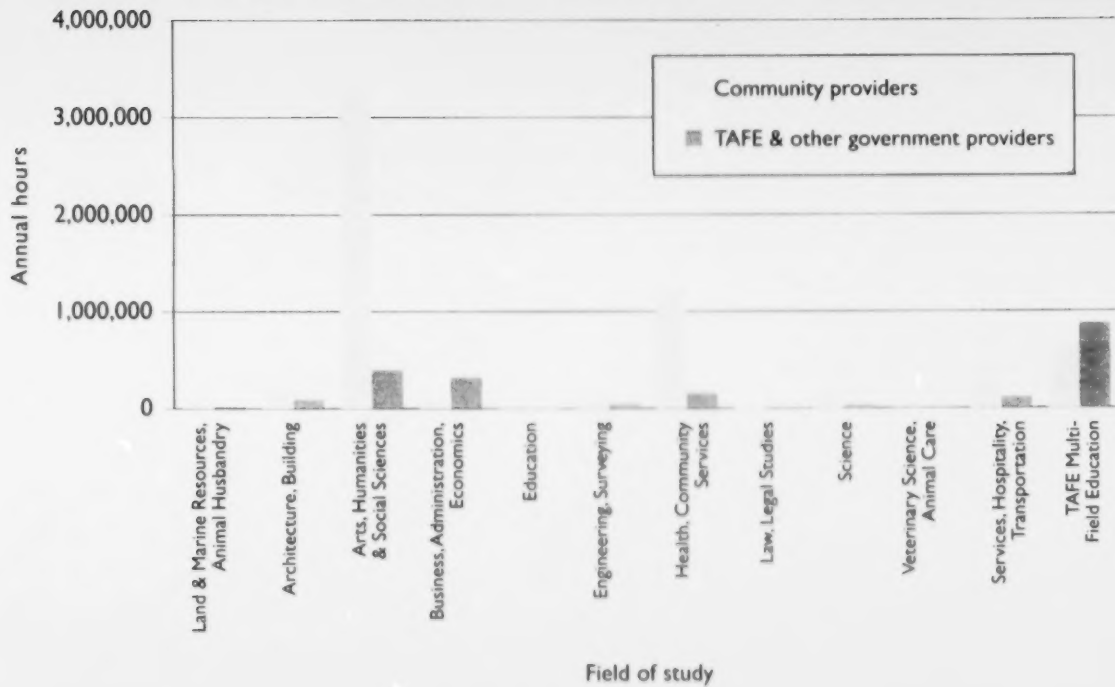


Figure 9: Annual hours by field of study and sex

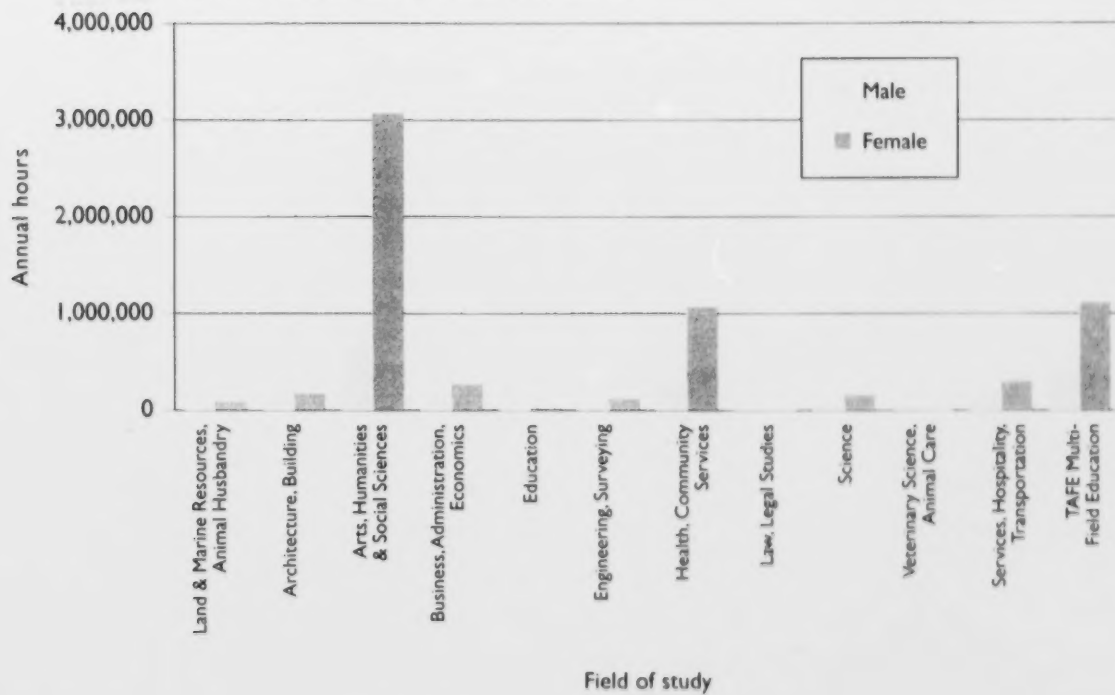


Table 9: Personal enrichment annual hours by training provider, field of study and sex, 1996 and 1997

Community providers Field of study	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Land & Marine Resources, Animal Husbandry	3.5	3.5	1.6	1.7	1.9	2.1
Architecture, Building	7.0	6.0	2.6	2.6	3.5	3.3
Arts, Humanities & Social Sciences	45.2	42.3	55.8	54.6	53.7	52.4
Business, Administration, Economics	2.2	2.8	0.9	1.2	1.2	1.5
Education	1.0	0.4	0.6	0.4	0.6	0.4
Engineering, Surveying	6.3	4.2	4.8	2.4	5.1	2.7
Health, Community Services	18.6	21.1	18.9	19.2	18.8	19.5
Law, Legal Studies	0.2	0.1	0.1	0.1	0.1	0.1
Science	4.6	5.8	2.1	2.9	2.6	3.4
Veterinary Science, Animal Care	0.0	0.0	0.0	0.0	0.0	0.0
Services, Hospitality, Transportation	5.1	5.1	4.8	4.3	4.9	4.4
TAFE Multi-Field Education	6.3	8.7	7.9	10.5	7.6	10.1
TOTAL (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	1,283.4	1,196.0	5,278.8	5,040.8	6,575.1	6,290.2
TAFE & other government providers Field of study	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Land & Marine Resources, Animal Husbandry	2.0	1.6	0.8	0.5	1.2	0.9
Architecture, Building	5.5	7.1	2.7	3.5	3.6	4.8
Arts, Humanities & Social Sciences	17.9	16.4	20.0	20.9	19.3	19.3
Business, Administration, Economics	14.2	15.3	14.7	15.7	14.5	15.6
Education	0.1	0.1	0.2	0.2	0.2	0.2
Engineering, Surveying	6.1	5.8	0.6	0.5	2.5	2.4
Health, Community Services	6.4	7.4	6.9	7.7	6.7	7.6
Law, Legal Studies	0.0	0.0	0.1	0.1	0.1	0.0
Science	1.8	2.4	0.9	1.4	1.2	1.7
Veterinary Science, Animal Care	0.1	0.1	0.1	0.1	0.1	0.1
Services, Hospitality, Transportation	4.2	4.5	9.4	6.3	7.7	5.7
TAFE Multi-Field Education	41.5	39.3	43.7	43.3	43.0	41.8
TOTAL (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	899.5	747.6	1,769.4	1,354.6	2,669.0	2,102.3
Total Field of study	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Land & Marine Resources, Animal Husbandry	2.9	2.6	1.4	1.5	1.7	1.8
Architecture, Building	6.3	6.0	2.6	2.8	3.5	3.6
Arts, Humanities & Social Sciences	33.9	32.9	46.8	47.8	43.7	44.4
Business, Administration, Economics	7.2	7.1	4.4	4.3	5.0	4.9
Education	0.6	0.3	0.5	0.4	0.5	0.3
Engineering, Surveying	6.2	4.5	3.7	2.0	4.3	2.6
Health, Community Services	13.6	14.8	15.8	16.7	15.3	16.2
Law, Legal Studies	0.1	0.1	0.1	0.1	0.1	0.1
Science	3.4	4.2	1.8	2.5	2.2	2.9
Veterinary Science, Animal Care	0.0	0.0	0.0	0.0	0.0	0.0
Services, Hospitality, Transportation	4.7	8.3	6.0	4.7	5.7	5.6
TAFE Multi-Field Education	21.0	19.2	16.9	17.3	17.8	17.7
TOTAL (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	2,187.2	2,076.9	7,051.3	6,439.2	9,251.5	8,569.9

Note: Numbers may not add due to rounding.

- ▶ In 1997, there were 519,300 module enrolments in personal enrichment training programs, a decline of 52,200 enrolments or 9.1% compared to 1996 (Table 10).
- ▶ The personal enrichment modules in 1997 were, on average, 16.5 hours long. This is slightly longer than the average personal enrichment module in 1996 (16.2 hours) and approximately half as long as the average VET module (30.6 hours).
- ▶ TAFE modules in the personal enrichment sector were, on average, 1.3 hours shorter than those provided by community-managed training institutions.
- ▶ The areas of learning with the highest module enrolments and hours were (Table 10 and Figure 10):
 - ▶ Hospitality, Tourism and Personal Services (39.4% of module enrolments, 34.7% of annual hours)
 - ▶ Visual/Performing Arts (28.8% of module enrolments, 28.6% of annual hours)
 - ▶ Humanities (10.0% of module enrolments, 17.0% of annual hours)
- ▶ The areas of learning with the highest enrolments and annual hours for each provider were as follows (Tables 11 and 12, Figures 11 and 13):

Community providers

- Visual/Performing Arts (34.8% of module enrolments, 34.2% of annual hours)
- Hospitality, Tourism and Personal Services (34.1% of module enrolments, 30.3% of annual hours)
- Humanities (10.3% of module enrolments, 18.0% of annual hours)

TAFE & other government provider

- Hospitality, Tourism and Personal Services (54.6% of module enrolments, 50.8% of annual hours)
- ▶ Visual/Performing Arts (12.7% of module enrolments, 14.3% of annual hours)
- ▶ Humanities (8.1% of module enrolments, 9.1% of annual hours)
- ▶ The areas of learning with the least enrolments in both the community and TAFE training sectors were Education (0.4%), Sciences (0.9%) and Social Studies (1.2%). This is consistent for both sexes and both community and TAFE providers.
- ▶ The personal enrichment modules by area of learning with most enrolments and annual hours for each gender were as follows (Tables 11 and 12, Figures 12 and 14):

Males

- Hospitality, Tourism and Personal Services (38.2% of module enrolments, 34.2% of annual hours)
- Visual/Performing Arts (20.4% of module enrolments, 21.1% of annual hours)
- Humanities (10.6% of module enrolments, 16.0% of annual hours)

Females

- Hospitality, Tourism and Personal Services (39.9% of module enrolments, 35.0% of annual hours)
- Visual/Performing Arts (31.5% of module enrolments, 31.1% of annual hours)
- Humanities (9.8% of module enrolments, 17.4% of annual hours)

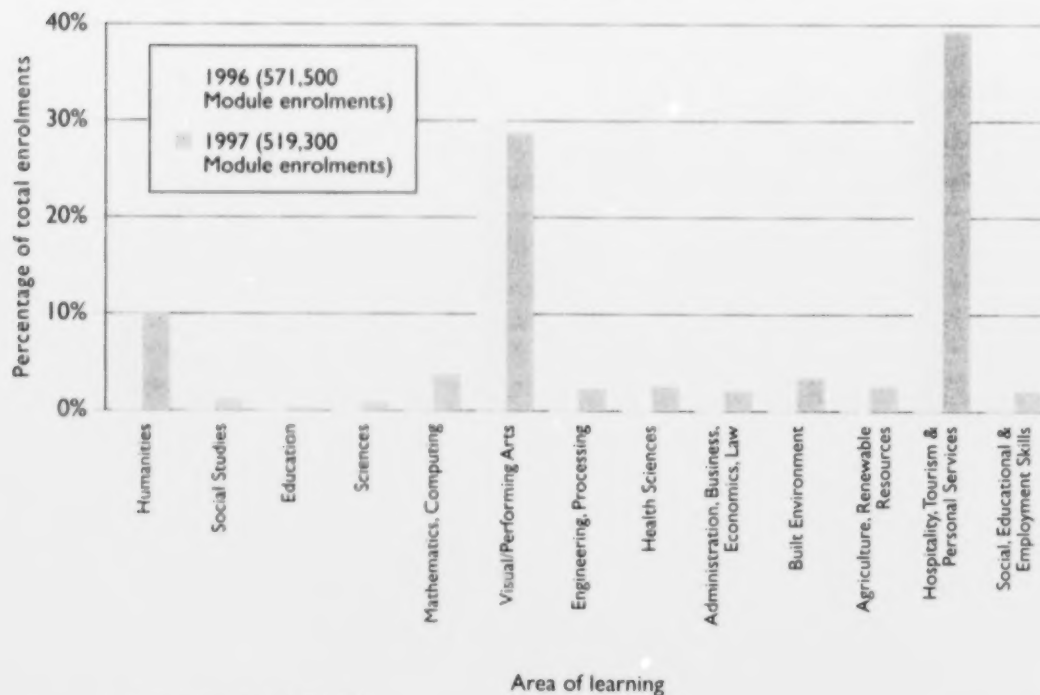
¹ The areas of learning for 1997 module enrolments and annual hours have been adjusted using the best available information to correct for a small anomaly in reporting.

Table 10: Personal enrichment training activity (in %) by area of learning

Area of learning	Module enrolments	Annual hours
Humanities	10.0	17.0
Social Studies	1.2	1.2
Education	0.4	0.4
Sciences	0.9	0.7
Mathematics, Computing	3.9	3.0
Visual/Performing Arts	28.8	28.6
Engineering, Processing	2.4	3.0
Health Sciences	2.6	1.9
Administration, Business, Economics, Law	2.2	1.6
Built Environment	3.5	3.6
Agriculture, Renewable Resources	2.6	2.0
Hospitality, Tourism & Personal Services	39.4	34.7
Social, Educational & Employment Skills	2.2	2.3
TOTAL (%)	100.0	100.0
NUMBER ('000)	519.3	8,569.9

Note: Numbers may not add due to rounding.

Figure 10: Module enrolments by area of learning, 1996 and 1997



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Figure 11: Module enrolments by area of learning and training provider

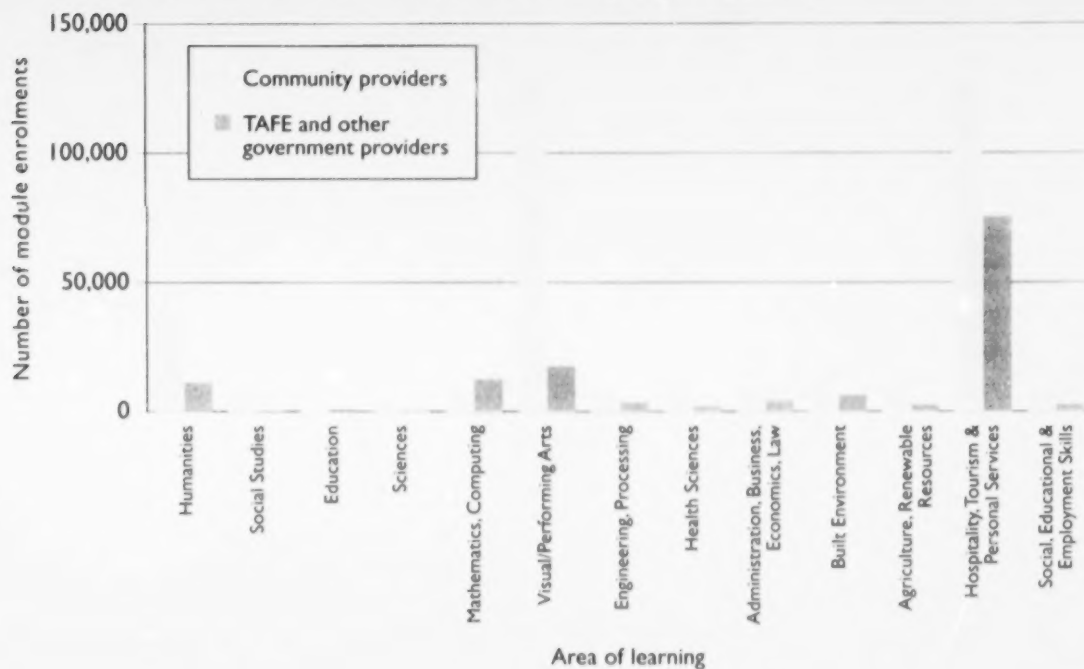


Figure 12: Module enrolments by area of learning and sex

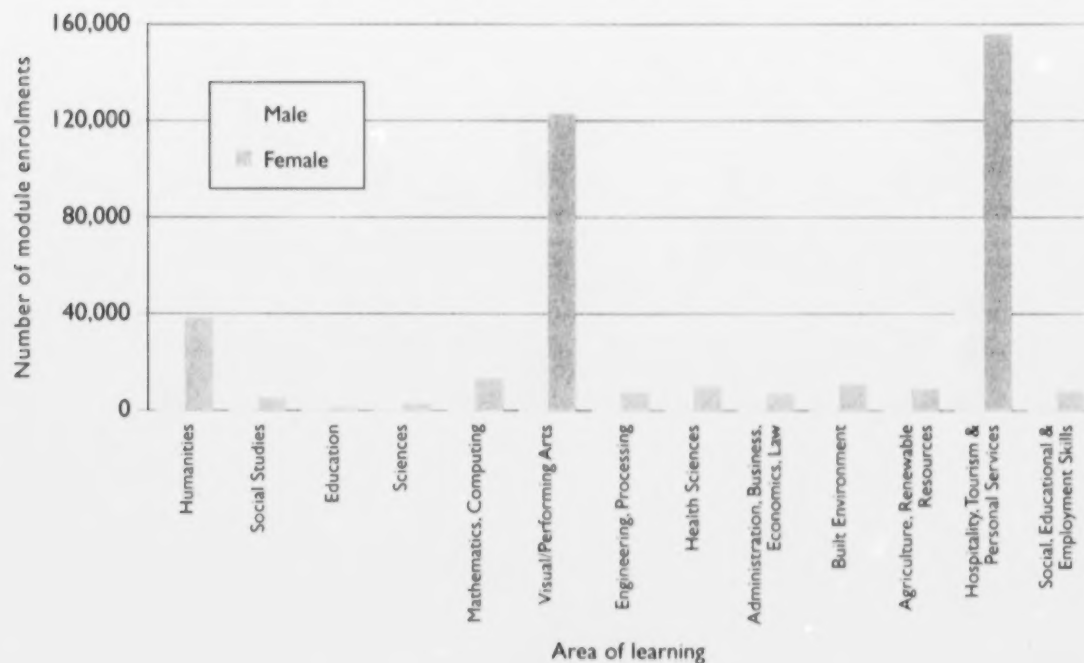


Table 11: Personal enrichment module enrolments by training provider, area of learning and sex, 1996 and 1997

Community providers Area of learning	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Humanities	10.4	10.3	10.4	10.3	10.4	10.3
Social Studies	1.6	1.7	1.6	1.6	1.6	1.6
Education	0.6	0.3	0.4	0.3	0.5	0.4
Sciences	1.9	1.8	0.8	0.8	1.0	1.0
Mathematics, Computing	2.5	3.7	1.2	1.7	1.5	2.1
Visual/Performing Arts	29.5	28.2	37.9	36.5	36.2	34.8
Engineering, Processing	4.3	3.5	2.1	1.9	2.5	2.2
Health Sciences	2.7	2.7	3.1	3.1	3.0	3.0
Administration, Business, Economics, Law	3.2	3.7	1.3	1.5	1.7	1.9
Built Environment	6.3	5.2	3.0	2.7	3.6	3.2
Agriculture, Renewable Resources	5.1	5.1	2.7	2.5	3.1	3.0
Hospitality, Tourism & Personal Services	29.0	31.0	33.3	35.0	32.5	34.1
Social, Educational & Employment Skills	2.7	2.7	2.2	2.2	2.3	2.3
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	81.8	75.8	332.1	300.8	414.9	379.6
TAFE & other government providers Area of learning	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Humanities	9.8	9.4	8.0	7.3	8.6	8.1
Social Studies	0.2	0.1	0.4	0.1	0.3	0.1
Education	0.8	0.4	0.4	0.3	0.5	0.3
Sciences	0.4	0.6	0.1	0.2	0.2	0.4
Mathematics, Computing	6.6	9.3	6.1	8.8	6.3	9.0
Visual/Performing Arts	10.2	9.0	15.3	14.7	13.6	12.7
Engineering, Processing	4.4	3.7	1.7	1.7	2.6	2.4
Health Sciences	2.8	2.7	1.0	0.8	1.6	1.5
Administration, Business, Economics, Law	2.6	3.6	2.1	2.7	2.3	3.0
Built Environment	5.2	6.7	2.6	3.2	3.5	4.5
Agriculture, Renewable Resources	1.9	1.9	1.4	1.6	1.6	1.7
Hospitality, Tourism & Personal Services	53.1	50.5	59.1	56.9	57.1	54.6
Social, Educational & Employment Skills	2.0	2.2	1.7	1.6	1.8	1.8
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	53.5	49.0	102.9	88.9	156.4	137.8
Total Area of learning	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Humanities	10.2	10.6	9.9	9.8	9.9	10.0
Social Studies	1.1	1.1	1.3	1.3	1.2	1.2
Education	0.7	0.3	0.4	0.3	0.5	0.4
Sciences	1.3	1.3	0.6	0.7	0.8	0.9
Mathematics, Computing	4.1	5.8	2.4	3.3	2.8	3.9
Visual/Performing Arts	21.9	20.4	32.5	31.5	30.0	28.8
Engineering, Processing	4.3	3.9	2.0	1.9	2.5	2.4
Health Sciences	2.8	2.7	2.6	2.6	2.7	2.6
Administration, Business, Economics, Law	2.9	3.6	1.5	1.7	1.8	2.2
Built Environment	5.9	5.7	2.9	2.8	3.6	3.5
Agriculture, Renewable Resources	3.9	3.8	2.4	2.3	2.7	2.6
Hospitality, Tourism & Personal Services	38.5	38.2	39.4	39.9	39.2	39.4
Social, Educational & Employment Skills	2.4	2.5	2.1	2.0	2.2	2.2
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	135.4	126.2	435.0	390.2	571.5	519.3

Note: Numbers may not add due to rounding.

Figure 13: Annual hours by area of learning and training provider

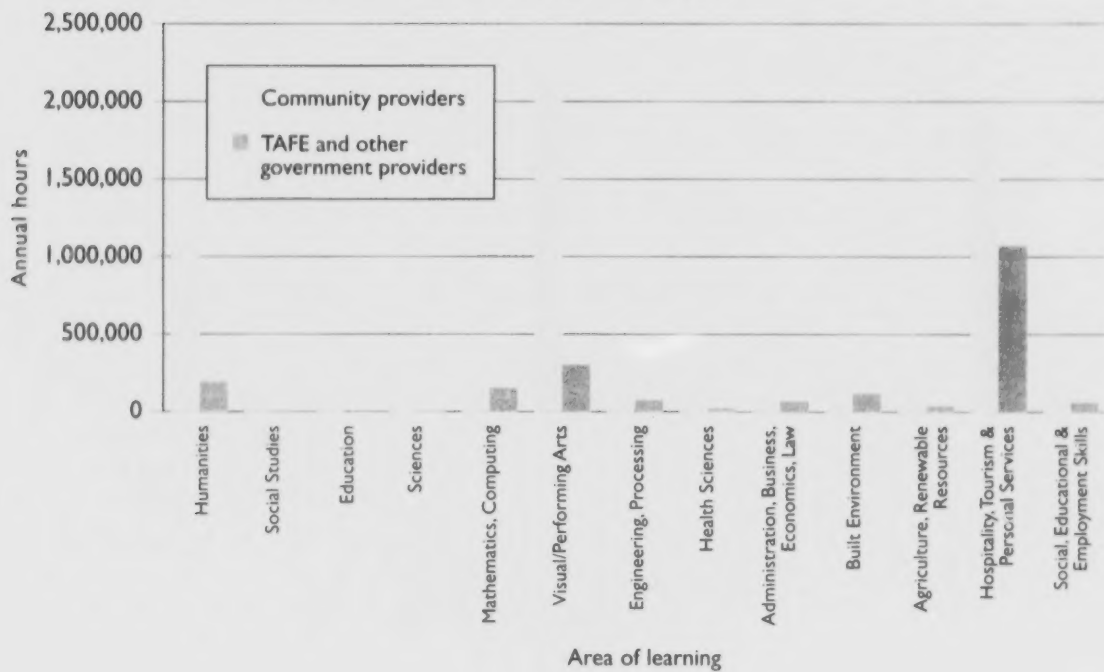


Figure 14: Annual hours by area of learning and sex

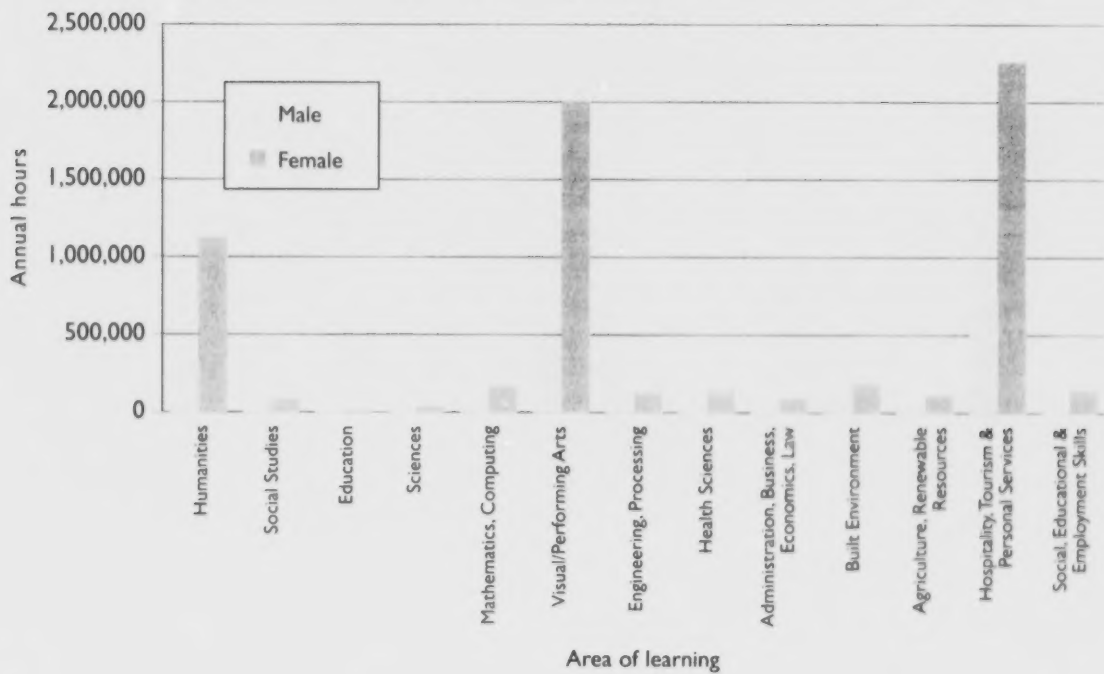


Table 12: Personal enrichment annual hours by training provider, area of learning and sex, 1996 and 1997

Community providers Area of learning	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Humanities	13.9	14.0	19.3	19.0	18.2	18.0
Social Studies	1.6	1.7	1.5	1.5	1.6	1.6
Education	0.8	0.2	0.6	0.2	0.6	0.5
Sciences	1.5	1.4	0.5	0.6	0.7	0.8
Mathematics, Computing	2.3	3.0	1.2	1.4	1.4	1.7
Visual/Performing Arts	31.4	30.0	37.0	35.3	35.9	34.2
Engineering, Processing	4.1	3.5	2.0	1.8	2.4	2.1
Health Sciences	2.2	2.1	2.4	2.3	2.3	2.2
Administration, Business, Economics, Law	3.0	2.2	0.8	0.8	1.2	1.1
Built Environment	7.0	5.6	2.9	2.5	3.7	3.1
Agriculture, Renewable Resources	4.4	3.8	1.9	1.7	2.3	2.1
Hospitality, Tourism & Personal Services	25.9	30.0	28.0	30.5	27.6	30.3
Social, Educational & Employment Skills	1.9	2.3	1.9	2.2	1.9	2.2
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	1,283.4	1,196.0	5,278.8	5,040.8	6,575.1	6,290.2
TAFE & other government providers Area of learning	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Humanities	10.4	9.8	9.0	8.8	9.4	9.1
Social Studies	0.2	0.0	0.3	0.1	0.3	0.1
Education	0.5	0.3	0.2	0.2	0.3	0.2
Sciences	0.4	0.9	0.1	0.1	0.2	0.4
Mathematics, Computing	6.7	7.6	5.9	7.0	6.1	7.2
Visual/Performing Arts	12.7	10.5	17.5	16.4	15.9	14.3
Engineering, Processing	6.0	6.0	2.1	2.2	3.4	3.6
Health Sciences	1.6	1.5	0.9	0.9	1.1	1.1
Administration, Business, Economics, Law	2.7	3.2	2.6	3.1	2.7	3.1
Built Environment	6.9	7.8	3.4	4.2	4.6	5.5
Agriculture, Renewable Resources	2.0	2.0	1.5	1.6	1.7	1.7
Hospitality, Tourism & Personal Services	46.4	46.9	53.6	53.0	51.2	50.8
Social, Educational & Employment Skills	3.6	3.6	2.8	2.4	3.0	2.8
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	899.5	747.6	1,769.4	1,354.6	2,669.0	2,102.3
Total Area of learning	% Male		% Female		% Total	
	1996	1997	1996	1997	1996	1997
Humanities	12.6	16.0	16.7	17.4	15.7	17.0
Social Studies	1.0	1.0	1.2	1.2	1.2	1.2
Education	0.7	0.2	0.5	0.2	0.5	0.4
Sciences	1.0	1.2	0.4	0.5	0.6	0.7
Mathematics, Computing	4.1	4.5	2.4	2.6	2.8	3.0
Visual/Performing Arts	23.7	21.1	32.1	31.1	30.1	28.6
Engineering, Processing	4.8	6.2	2.0	1.9	2.7	3.0
Health Sciences	2.0	1.7	2.0	2.0	2.0	1.9
Administration, Business, Economics, Law	2.9	2.4	1.3	1.3	1.6	1.6
Built Environment	7.0	6.0	3.0	2.9	4.0	3.6
Agriculture, Renewable Resources	3.4	2.9	1.8	1.6	2.2	2.0
Hospitality, Tourism & Personal Services	34.3	34.2	34.4	35.0	34.4	34.7
Social, Educational & Employment Skills	2.6	2.6	2.1	2.2	2.2	2.3
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER ('000)	2,187.2	2,076.9	7,051.3	6,439.2	9,251.5	8,569.9

Note: Numbers may not add due to rounding

ACE:

Adult and Community Education

Age:

For the 1997 collection the age of a client is calculated as the difference in years between June 30, 1997, and the client's date of birth.

Annual Hours:

Annual hours are a measure of total delivery. They are based on the standard curriculum hours for each module undertaken.

Client:

An individual who has enrolled in at least one module during 1997.

Community Education Providers:

Community education training organisations which have provided information to the data collection.

Course:

A structured sequence of vocational education and training that leads to the acquisition of identified competencies and which, if submitted for accreditation, may lead to a qualification.

Discipline Group:

A categorisation used to describe the primary content of a module independently of the context in which it may be taught.

Enrolment:

The registration of a client at a training provider location for the purpose of undertaking a course or module. The enrolment is considered valid only if all fee obligations have been met and the client has attended at least one lesson or submitted at least one unit of work.

Field of Study:

A classification which describes the principal subject matter of a course.

Funding Source:

A classification that describes the source of funding associated with a module enrolment.

Geographic Region:

A classification developed to provide locational information about the place of residence and the place of training.

Module:

A unit of education or training in which a client may enrol and be formally assessed.

Other Government Providers:

Government training organisations other than TAFE who have provided information to the data collection, eg. universities providing VET, agricultural colleges in some States and Territories, etc.

Personal Enrichment Programs:

Recreation, leisure and personal enrichment programs also known as 'stream 1000' programs.

Private Providers:

Private sector organisations that provide training to individuals and industry.

Program of Training:

A course or module offered by a training organisation in which clients may enrol.

Program Type:

Programs are classified as "Vocational" or "Personal Enrichment" according to the associated Stream of Study.

Provider Type:

Providers are classified as "TAFE and Other Government", "Community Education" or "Private Provider" according to their primary role in the delivery of training.

Recreation, Leisure and

Personal Enrichment Programs:

See Personal Enrichment Programs.

Stream of Study:

A classification that describes a course according to its level of vocational outcome.

Stream of Study Grouping:

The Stream of Study grouping classification has been formed by grouping various Stream of Study classifications into five categories:

- Recreation, leisure and personal enrichment (Stream 1000)
- Preparatory (Streams 2100, 2200)
- Operative (Streams 3100, 4100)
- Trades/Skilled (Streams 3211, 3212, 3221, 3222, 3300, 4200, 4300)
- Professional/Paraprofessional (Streams 3400, 3500, 3600, 4400, 4500)

TAFE:

Technical and Further Education

TAFE Providers:

TAFE training organisations which have provided information to the data collection.

Vocational Programs:

Vocational programs are identified by the type of program undertaken by the client. If a client is enrolled in a program whose courses or modules are classified to Streams 2100-4500 then he/she is reported as undertaking a vocational program.

VET:

Vocational Education and Training

'Australian personal enrichment education & training programs statistics 1997: An overview' provides information about recreation, leisure and personal enrichment education and training activity in Australia.

Recreation, leisure and personal enrichment education and training programs play an important role in the total education and training undertaken in Australia.

They cover a wide variety of courses such as:

- ▷ landscape design, upholstery and woodwork
- ▷ photography, painting and international cuisine
- ▷ foreign languages, public speaking and creative writing
- ▷ basic accounting, investing and computing
- ▷ self-defence and yoga

The commitment to lifelong learning is a driving force for personal enrichment training activity in Australia. This is reflected in the broad age range of participants, with a median age of 39 years.

Further highlights of the personal enrichment education and training activity in 1997:

- ▷ Almost 380 000 clients undertook personal enrichment programs in 1997, an apparent decline of 10.9% on 1996. Of these 380 000 clients, about 37 000 or 9.7% took part in both personal enrichment and vocational education programs.
- ▷ 71.0% of the personal enrichment students were enrolled with registered community providers. The remainder participated in courses provided by TAFE and other government training institutions.
- ▷ Approximately three-quarters of the individuals undertaking personal enrichment programs were female.
- ▷ The unemployment rate of personal enrichment students was 7%, about 2% below the 9%-unemployment rate in the Australian civilian population aged 15 years and older.
- ▷ Personal enrichment programs accounted for 8.6 million annual hours of training, an average of 23 hours per client.
- ▷ Two-thirds of the annual hours of personal enrichment training activity were funded on a fee-for-service basis, with the remainder funded or subsidised by governments.



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